

DESIGNING VIBRANT-POP AS A MEDIUM FOR TEACHING THE TIME TELLING TO THE SEVENTH GRADE STUDENTS

Novelpy Vhea Rizra Djus, Eusabinus Bunau, Ikhsanudin Ikhsanudin

Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak

Email: novelpy@student.untan.ac.id

Abstract

This research was conducted to design a Pop-up book; an additional medium to help English teaching-learning in seventh grade Putussibau, especially in time-telling material. The method of this research is developmental research. The research technique is divided into analysis, design, and development also known as ADD. The findings of the research showed that the seventh-grade students' ability to recite the time-telling material fluently is below average and most students need an additional medium that is stimulate students' learning enthusiasm in time-telling material. The goal of this study is to design an innovative pop-up book. The researcher designed Vibrant-pop to encourage the students. The designed product was completed regarding the needs. The Vibrant-pop is designed with function responsiveness, and ease of use. To sum up, Vibrant-pop was discovered to help support the teaching and learning of time-telling material to seventh-grade students.

Keywords: *Development Research, Vibrant-pop, Time Telling-Material.*

INTRODUCTION

In education, especially in school, learners must master four language skills to learn English. Listening, speaking, reading, and writing is the four skills. The four abilities are crucial. However, speaking appears to be the most significant of the four talents. When language is utilized for communicating, talking or communicating with people is crucial. People should use language to convey their thoughts, views, feelings, and ideas. Students should have high Pronunciation and Fluency of Pronunciation since this talent allows people to grasp what they are saying more readily. Aside from that, we must utilize appropriate pattern sentences or language when interacting or communicating with others. We also need an extensive vocabulary that effortlessly communicates, shares, and informs others about our ideas. Students should have solid talents in Pronunciation, grammar, and conveying ideas effectively with proper word selections to gain literacy, especially in speaking. They should also be aware of the social and cultural rules that apply in diverse communication contexts and the methods used during the communication process. Teachers must use appropriate

media to tell the time material because speaking has become a sophisticated talent. Pop-up books are one of the media that may help students learn to talk since they can assist students in building ideas for speaking and reach their vocabulary based on the picture they watch. Furthermore, the teacher can employ the appropriate pop-up book method when teaching English.

Based on the latest interview with the English Teacher of SMPN 7 Putussibau, it was found that most students had difficulty telling the time correctly and fluently. This problem affects seventh-grade students of the 2021/2022 school year. According to the syllabus of Curriculum 2013, one of the materials that VII grade junior high school students must master is telling the time material. The problem is students' difficulty in understanding and practicing the material above. Many students get bored when they participate. The material factors presented and the way the material to students are not exciting and boring. In this material, students read a collection of letters and read numbers. Of course, it requires extra handling in teaching this material. Because students do not easily capture this material, while this material is advantageous in daily activities during students' lives, all the more, the schools are located in areas with inadequate internet access, which makes it difficult for teachers to find exciting learning references. As a result, this situation makes the teaching and learning process monotonous and tedious. So that teaching and learning activities become passive, students look unmotivated and sometimes fuss themselves. Thus students will quickly forget the material that has been given.

Some similar research about designing a pop-up book as multimedia for teaching English; the first research was conducted by Firstyani (2013) In this research, the researcher is focused on developing a pop-up book with Audio as an interactive learning media for teaching listening to Third-grade students of SDN Adisucipto 2 Depok Sleman Yogyakarta. The result showed that the developed yjnteractive multimedia was appropriate for teaching Third-grade students. The second research was conducted by Sa'diyah (2016) in this research, and the researcher developed a pop-up book as an attractive learning media for teaching speaking Eighth Grade students of MTs Al-asror Gunungpati Semarang in Recount text material. The research findings showed that the media was considered appropriate and focused on the classroom activities using the pop-up book as interactive media learning. From the previous research, the researcher found that the two previous research had the same problem, namely low student interest in learning, and the researchers chose the pop-up book as engaging teaching media to solve the problem. The difference between this research and the two previous studies is the materials and teaching techniques.

Regarding the problem above, the teaching and learning process must be well planned and designed to maximize understanding of the time material. The researchers proposed designing an attractive learning media to teach telling the time material to overcome these problems. With exciting and flexible learning

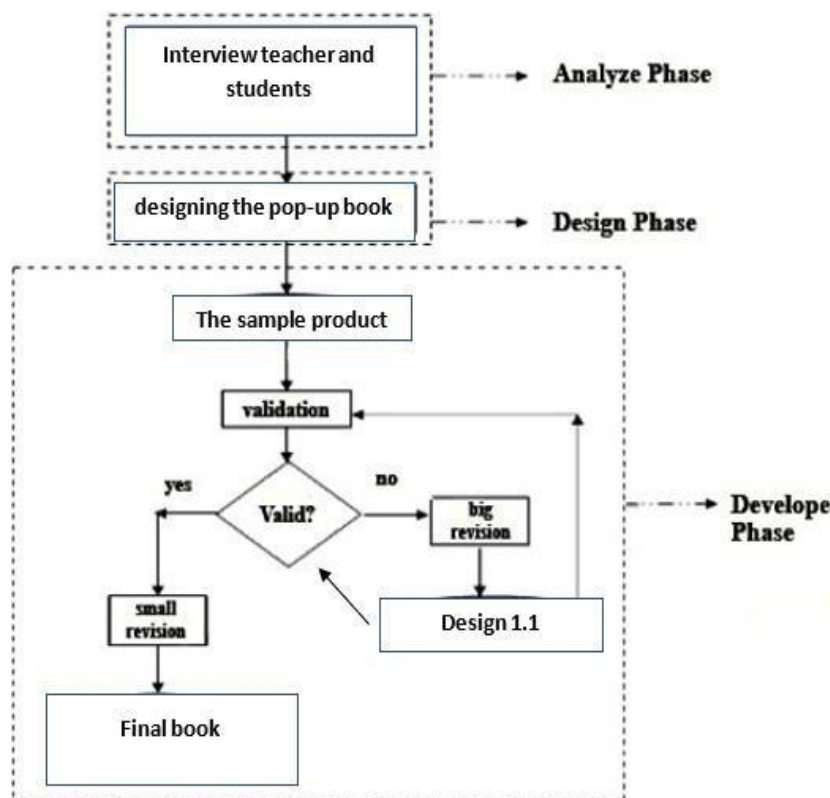
media, this Medium could be applied without an internet network. Even the students could open it quickly because this medium is in a book. This medium was expected to be excellent and practical to understand the material and develop its potential. In this research, the researcher used ADDIE (Branch, 2009) ADDIE stands for analyze, design, develop, implement, and evaluate. ADDIE is focused on creativity and innovation to solve the teaching and learning process problems by using a learning product. The researcher only used ADD. This concept determines what the teacher and students need in the learning process. researchers will focus on designing a medium named Vibrant-pop or Vp which is a pop-up book that hopefully can support the learning of time telling material, and the researcher designed Vp to encourage the students at junior high school in learning telling the time material. This research was conducted on seventh-grade students in junior high school.

RESEARCH METHOD

In order to gather information regarding the needs of the research, the researcher conducted a need analysis. The data was collected through the interview with the students and teacher of SMPN 7 Putussibau. Interviews with the English teacher were used to gather information. The teacher who teaches seventh-grade students in SMPN 7 Putussibau was conducted on April 5th, 2022, and with students on April 7th, 2022. In this process, the researcher conducted an unstructured interview, in which the interviewee was being asked a sequence of questions that have been decided in advance by the researcher.

Researchers employed Research and Development methodologies to create new goods to answer difficulties in this study Richey & Klein (2005) defined research and development research as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet the criteria of internal consistency and effectiveness. The researcher picked Branch's ADDIE model (Analyze, Design, Develop, Implement, and Evaluate), which comprises the Analyze, Design, Develop, Implement, and Evaluate steps. Due to time constraints and insufficient research facilities, especially during the pandemic, the researcher focuses on only three phases: analyzing, designing, and developing (ADD). The researcher conducted interviews with students and instructors to gain a better understanding of the situation

According to the statement above, the researcher uses three steps in this research. The specific process of this research is as follows:



Picture 1 The Steps of The Research

The purpose of the analyzing is to recognize the the possibility of the cause of the performance gap and the learning process (Branch, 2009). In analyse phase, the researcher used the data that was gathered by interviewing the English teacher and the students determine what requirements, structure, content, and materials should be included in the product intended for class VII students. Putussibau, SMPN 7. In this phase, it was found that the learning process just from the text book and so many students have problem about the understanding the material, Furthermore, the result of the interview was used as a foundation in designing Vibrant-pop as an interactive media to teach the seventh-grade students of SMPN 7 Putussibau The researcher began designing the product after studying the data and determining the necessity.

In the Design stage, the researcher opted to create a book as a learning medium based on teaching materials that followed the K13 syllabus and information gathered during the analysis stage through interviews. The researcher decided to designed and what student’s need. (Branch, 2009) mention that design phase should be able to prepare a set of functional specification for closing the performance gap. It includes preparing the suitable material and test performance for the media. In this phase, the researcher collected the material in the textbook used by the English teacher. In order to make an interesting media

the researcher also created the pictures by Coreldraw that appropriate with the material. The interactive media was about time-telling material in the curriculum applied at SMPN 7 Putussibau. Then the researcher continued to the final phase in this research which was the developing phase.

The purpose of the development phase is to generate and validate selecting learning. In the developing phase, the data that was collected in the analyzing and developing phase was used by the researcher to design Vibrant-pop as an interactive media to teach Time-telling material by using Coreldraw x7. The researcher began printing the design on ivory paper and assembling it according to the pattern after the photographs and materials were ready. Here is the look of the cover of Vibrant-pop:



Picture 2 The cover of Vibrant-pop

Picture 2 shown that the cover of the Vibrant-pop was created in hard copy, with dimensions of 21x29.7 cm, or A4 paper. With resources appropriate for seventh-grade of SMP Negeri 7 Putussibau. The material was created based on the syllabus, curriculum, and the needs of the students. In this phase, the researcher was developed teaching material based on students' need. The researcher integrated media to engage the seventh-grade students' attention in learning teaching process.

RESULT AND DISCUSSION

Result

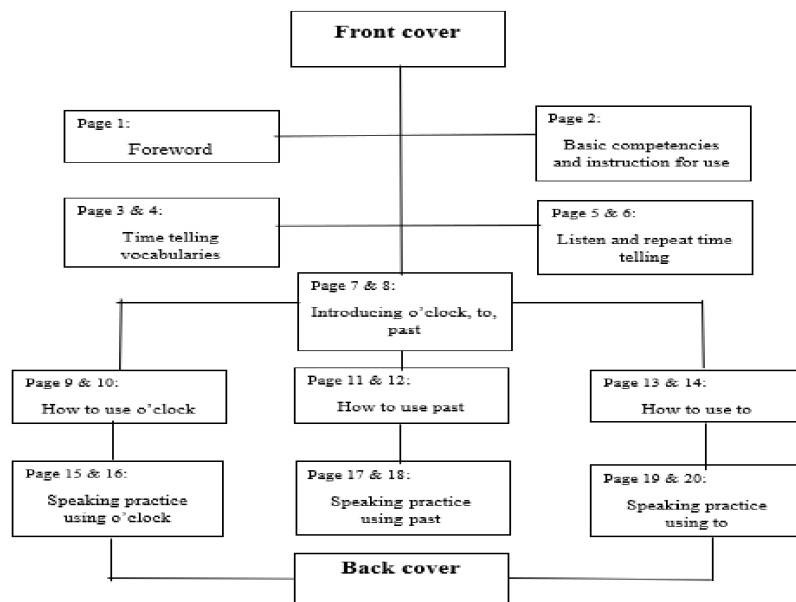
The final product of this pop-up book must meet the media criteria at the analysis stage. Vibrant-pop as a complementary learning media can be used flexibly in the

teaching and learning process according to the needs of teachers and students. Telling the time was chosen as the subject to be taught through the Vibrant-pop based on the student's requirements analysis data. The material is adapted from the textbook. Material development at SMPN 7 Putussibau must be suited to the seventh-grade syllabus and curriculum. After collecting the material, the researcher designed the pictures of the product using Coreldraw x7. The color of the product was chosen in light colors. Birren (2006), states that color has many emotional impacts, namely temperature, strong and weak, hard and soft, and active and calm. For hardness and softness, low brightness and saturation create a soft feeling. The pictures and the colors are designed to support the product so that the product would be more attractive. In this research, the researcher conducted interviews with students and instructors to gain a better understanding of the situation. Researchers used the information gathered during the analysis phase to determine what requirements, structure, content, and materials should be included in the product intended for class VII students. Putussibau, SMPN 7. The researcher began designing the product after studying the data and determining the necessary. At design stage, the researcher opted to create a book as a learning medium based on teaching materials that followed the K13 syllabus and information gathered during the analysis stage through interviews. The researcher gathers and selects all necessary materials, evaluates the materials chosen, and creates a pop-up learning support. At develop stage, reaching predetermined goals is one of the tasks carried out. The development phase aims to create and validate the chosen learning resources.

The researcher used interviewed to collect the information about the process of teaching and learning Time-telling material, and the result of the interview were; (1) The students have difficulties of pronounce the material fluently. (2) The students hard to remember the material especially how to telling the time. (3) The teacher has never used interactive media during the teaching and learning process. (4) Vibrant-pop as an additional media are able to stimulate students' learning enthusiasm. In conclusion, from the result of the interview, the researcher found that the students need an additional media to support the process of teaching and learning, especially in time-telling material.

In designing stage, the researcher makes an overview of the interactive learning media about time- telling material which was design based on student needs. The researcher developed the interactive learning media for the seventh-grade students of SMPN 7 Puussibau according to the data from students' needs analysis. Those data is used as the guidance to develop the additional media.

Here is the flow chart of vibrant-pop.



Picture 3 Flow Chart of Vibrant-pop

From the picture 3 show the media named Vibrant-pop presents the time-telling material in short and on point explanation based on students’ need. In developing phase, the researcher made an overview of the interactive learning media which was design based on the student needs. In this phase, the researcher started to develop Vibrant-pop as an additional media to teach time-telling material by using the data and the material that was collected in the analyzing and designing phase.

Discussion

The result of this research is most seventh-grade students of SMPN 7 Putussibau need additional media to support them in teaching time-telling material. Based of the data collection and analysis the researcher creates an interactive medium to teach time-telling material. The researcher discovered some significant flaws in the teaching and learning process during the analysis phase based on the research findings. The researcher was designed Vibrant-pop as an interactive medium for teaching time-telling to seventh-grade students of SMPN 7 Putussibau. During the analysis phase, the researcher discovered some significant flaws with the teaching and learning process based on the research findings of the interview. The students are disinterested n the material because it is unfamiliar to them. The research also discovered that the English teacher had never previously used interactive media to teach the students, making the teaching and learning process tedious. As a result, Seventh-grade students' abilities, particularly in acquiring time-telling content, were still below average. In line with those problems, Ruiz (2014) states that a pop-up book is an example of a visual medium that can pique students' interest in speaking. Since hundreds of years ago, it has delighted and engaged people of all ages. The researcher was inspired to create vibrant-pop as an interactive media to

aid in the teaching and learning of telling time. This product was created to assist teachers in creating a stimulating classroom environment and students in the teaching and learning process. In designing an appropriate medium, Ruiz (2014) states that three-dimensional paper pop-up or movable books feature paper bits that pop out or move when opened and fold entirely flat when the book is closed. Pop-ups can draw students' attention to the lesson, pique their interest, and improve the classroom atmosphere. The primary goal was to give seventh-grade students an engaging and interactive way at SMPN 7 Putussibau to learn about time-telling.

On the other hand, the researcher was found that students had difficulty telling the time correctly and fluently. This problem affects seventh-grade students of the 2021/2022 school year. According to the syllabus of Curriculum 2013, one of the materials that VII grade junior high school students must master is telling the time material. The problem is students' difficulty in understanding and practicing the material above. Many students get bored when they participate. The material factors presented and the way the material to students are not exciting and boring. In this material, students read a collection of letters and read numbers all the more, the schools are located in areas with inadequate internet access, which makes it difficult for teachers to find exciting learning references. As a result, this situation makes the teaching and learning process. This is in line with Firstyani (2013) and Sa'diyah (2016), these studies showing teaching and learning activities become passive, students look unmotivated and sometimes fuss themselves. The students will quickly forget the material that has been given.

The findings of this research showed the students' ability to recite the telling-the-time material is below average and need for new medium to support the teaching and learning process based on the questionnaire and students' answers. The limitation of this research is the method which was not optimal as a result of the research was carried out during the pandemic, so that of the five stages that are consisting of analysis, design, develop, implementation and evaluate, only could be carried out three, which are analysis, design and develop. This certainly affects the results of the study, in which researchers may not know the results of the use of media after it is operated in class, but researcher has designed learning media based on students' need obtained at the analysis stage.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings, the conclusions are: (1) Vibrant-pop as an additional media is designed for the teacher to teach time-telling material to the seventh-grade students of SMPN 7 Putussibau. (2) Vibrant-pop is usable to teach speaking especially in time-telling material to the seventh-grade students of SMPN 7 Putussibau. (3) Vibrant-pop is used to supplement the teaching and learning process.

Suggestion

Based on the conclusion above and after seeing the result of the result of the research that has been done, the researcher forward some suggestion that can be taken into further consideration in order to improve application capabilities. The following suggestions are: (1) For the teacher, teachers should use various teaching methods or media to create a pleasant teaching atmosphere, build activeness, and motivate students in learning in the process of teaching and learning English to achieve maximum. (2) For student, to improve education quality, students have to continue to update creativity, sufficient knowledge and comprehension of learning media, and other components in the learning process. (3) For other researcher, to use observation sheets to assess the learning process when introducing Vibrant pop activities. (4) Manage the time effectively so that all steps of VibrantPop are completed on time.

REFERENCES

- Branch, R. (2009). *In Instructional Design: The ADDIE Approach*. New York: Springer.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in phisology. *Qualitative Research in Psychology*,77-101.
- Cohen, L. L. (2007). *Research Methods in Education (6th ed)*. New York: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*.Canada: Routledge.
- Firstyani, A. (2013). Developing A Pop-up book with Audio As a Media For Teaching Listening To the Third Grade Of Student.
- Richey, C. R., & Klein, J. D. (2005). Developmental research method: creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education Vol. 16*, 23-38.
- Ruiz, C. R.-L. (2014). Multi-Style Paper Pop-Up Designs from 3D Models. *Computer Graphics Forum*, 487-496.
- Sa'diyah, I. (2016). The Use of Pop-up Book to improve Speaking ability On Recount text.
- Birren. F. (2006). *Color Psychology and Therapy: A factual study of the influence of color on human life*. Whitefish, MT: Kessinger